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ABSTRACT

Student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms are provided in this supplementary packet. An introductory section provides a rationale for the unit, a guide to bringing law-related resource persons into the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on rules and legal responsibility, rules in the community, the court system, civil and criminal law, Indian laws and customs, the Alabama Supreme Court, and the Alabama judicial system. Although the final sections are intended to teach about the legal system in Alabama, these sections can be adapted for use in other states. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include conducting student self-evaluations, recognizing and creating community signs, going on a field trip to a local courthouse, identifying roles of people in the courtroom, reading handouts on Indian law, and completing crossword puzzles and word-finds using legal terms. (LH)

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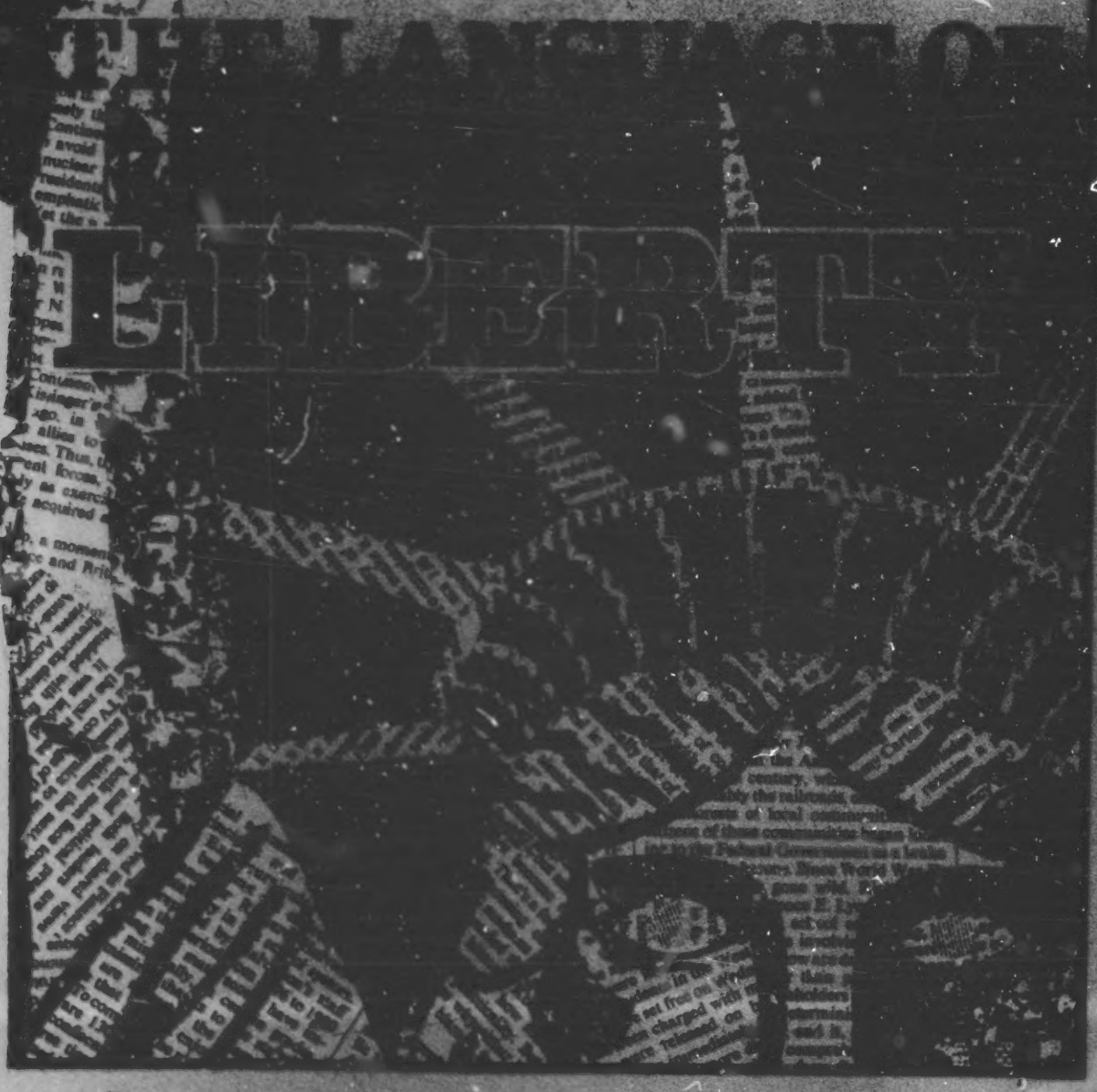
LAW

THE LANGUAGE OF LIBERTY



Supplemental Materials for Alabama Social Studies Teachers

GRADE 4 2

SP 016 364

LAW: THE LANGUAGE OF LIBERTY

SUPPLEMENTAL MATERIALS FOR ALABAMA SOCIAL STUDIES TEACHERS

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PREFACE

These Supplemental Materials Packets for Social Studies teachers are the culmination of a one-year cooperative effort involving the Administrative Office of Courts, the State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

The packets are being provided in an effort to furnish specific information to teachers and students about Alabama's laws and its system of justice. These materials and activities are not meant to substitute for the established curriculum in any way, but rather, they are intended to enhance it.

The packets may be taken apart so the suitable activities can be duplicated. In order to provide variety, as many ideas as possible have been included. Therefore, it is hoped that teachers will choose only those activities they feel will be appropriate for their students.

In order to help the project staff determine the usefulness of the program, an evaluation sheet has been provided at the end of each packet. Any comments or suggestions made on the evaluation sheet will be greatly appreciated.

Finally, these packets were designed to attain two goals, to provide assistance to teachers and help create a greater respect among young people for the law and its purposes.

TABLE OF CONTENTS

INTRODUCTION

Law-Related Resource Persons 1

Checklist for Classroom Visit 2

Field Trips 3

SECTION I: RULES

What Might Happen...? 4

The Macaroni Game 6

Rules and Legal Authority 8

"I am Responsible" Self-Evaluation 11

SECTION II: RULES IN THE COMMUNITY

Flash Cards: Community Signs 13

Signs in My Community 24

Creating Signs 26

SECTION III: THE COURT SYSTEM

Flash Cards 27

Who is in the Courtroom? 28

Creating a Courtroom 30

This is a Jury 31

My Local Courthouse 33

What Do the People in a Courtroom Do? 34

Making a Mobile 36

Find-A-Word: Court System 37

SECTION IV: CIVIL LAW AND CRIMINAL LAW

You be the Judge 40

What's the Law? 43

SECTION V: INDIAN LAWS AND CUSTOMS

The Indian Chief 45

Tribal Law 47

The Calumet 48

War Customs 49

Property Rights 50

Ceremony of Initiating Youth into Manhood 51

Indian Laws Crossword Puzzle 52

The Earliest Alabama Indians 55

SECTION VI: ALABAMA SUPREME COURT

The Alabama Supreme Court 61

SECTION VII: ALABAMA JUDICIAL SYSTEM

The Alabama Judicial System 63

Courts in Your Community 68

Judicial Circuits 71

Crossword Puzzles: Constitution 72

Word Find: Legal Terms 74

EVALUATION SHEET

INTRODUCTION

Rules are important in a child's world. To be responsible adult citizens, children need to understand the reasons for rules and need to be willing to adjust their actions to conform to rules and laws.

An elementary school can have an important role in helping students learn about rules, how to deal successfully with them, and about those in authority.

In the past, any programs which were designed to teach students about rules and responsiblities emphasized the concepts of obedience and punishment while fostering little, if any, understanding about what rules are, who makes them, and why they are important.

These materials offer another approach, complete with activity pages for students as well as background information and lesson ideas for the teacher. The sequence of these activities was planned carefully for each grade level beginning with what rules are; rules at home, school, play, and in the community; the development of the court system; and the Alabama Judicial System.

After completing these activities, children should be better able to understand and to deal with the rules in their lives.

LAW-RELATED RESOURCE PERSONS

Law-related resource people can add many dimensions to a teaching unit. Some you may want to consider are: judge, district attorney, attorney, clerk of the court, sheriff, and policeman.

ITEMS TO CONSIDER

(1) Adhere to school system policies for use of resource persons.

(2) Provide the resource person with the following information:

- (a) Topic to be discussed;
- (b) Class interests;
- (c) Background on students' knowledge of the subject;
- (d) Attention span of students;
- (e) Objectives of the unit and how his topic relates to these.
- (f) Suggest a short presentation with time for questions and answers.

(3) Prepare the class for the resource person's visit:

- (a) Provide study activities on the topic.
- (b) Assist students in selecting appropriate questions.
- (c) In lower elementary grades, it may be more practical to assign questions to individual students.

(4) Words of Caution:

- (a) Resource persons are not teachers, so you may have to intervene occasionally to handle a situation.
- (b) Work with the resource person to assure he understands what you want him to do and how to deal with the class.

(5) Have students write thank-you letters after the visit.

CHECKLIST FOR CLASSROOM VISIT

Here is a checklist that might help make a visit by a law resource person a success. This checklist may be used to facilitate a field trip situation.

A. Informing the law resource person

1. Characteristics of the class or group _____
2. Topics children have been studying that relate to the presentation _____
3. Logistics - time frame, size, and setup of classroom _____
4. Materials and equipment
   a. Duplication of printed materials _____
   b. Reserve slides or filmstrips _____
   c. Reserve audio-visual equipment _____

B. Class Preparation

1. Material to be read and discussed prior to visit _____
2. Prepare questions in advance _____

C. Follow-up Activities

1. Discuss follow-up activities with law resource person _____

FIELD TRIPS

Places to be considered for a field trip include: courthouse, courtroom, clerk's office, sheriff's department, police station, and jail.

ITEMS TO CONSIDER:

(1) Adhere to local school policy for field trips.

(2) Visit the place in advance to make arrangements and to get an idea of what to do with the class during the visit.

(3) A series of short visits may be more appropriate for young students rather than one extended visit.

(4) When making arrangements to visit the court, contact should be made with the judge's secretary. She can usually give you guidance in determining the best time for the trip in terms of cases that are scheduled.

(5) Judges like to know when classes are visiting. Sometimes the judge will pause during the trial to explain certain points to the class or will meet them before or after the trial to talk with them or to respond to their questions.

(6) Thank-you letters from students are always in order.

SECTION I

RULES

RULES

OBJECTIVE

To be able to predict the consequences of not following rules and to realize that adults also follow rules.

PROCEDURE

Give a copy of the following page titled "WHAT MIGHT HAPPEN?" to each student. Ask a student to read aloud the first rule and the situation. Call on students to respond to the following questions with each situation:

(1) What were the responsibilities of the person involved?

(2) What is the reason a rule like this might have been made?

(3) What could happen if the rule was not followed?

NOTE: Another approach is to use the situation in role-playing.

WHAT MIGHT HAPPEN...?

A. RULE: FEED THE CAT EACH DAY.

Josh wanted a cat and was very excited when his parents agreed to let him have one. He promised to feed the cat every day and to make sure the cat had fresh water. After a while, Josh did not enjoy taking care of his cat. There were so many other things he wanted to do.

QUESTION: If Josh doesn't follow this rule, what might happen?

B. RULE: WASH THE DISHES.

The Allens have two children. Lucy is 10 and Mark is 13. Mr. and Mrs. Allen and Lucy and Mark have agreed to wash the supper dishes for one week at a time. But, it is not their favorite job.

QUESTION: What could happen if Mr. Allen decided not to wash the dishes for the week that was his?

C. RULE: DO YOUR OWN WORK.

Pam and Sarah are best friends. They sit beside each other at school and enjoy talking together. They like to finish their work at the same time, too. Sometimes Sarah finishes first and tries to help Pam.

QUESTION: What could happen if Sarah continued to help Pam?

D. RULE: FIX LUNCHES FOR THE STUDENTS EVERY MONDAY THROUGH FRIDAY.

Mrs. Neal is the lunchroom manager at the elementary school. She plans menus for all the children. But there are some days when she does not feel like ordering food for the next day.

QUESTION: What would happen if there wasn't enough food left for your class?

E. LAW: STOP WHILE SCHOOL BUSES LOAD OR UNLOAD.

Mr. Russell is in a hurry. He wants to be on time for an important business meeting. There is a school bus up ahead, loading students.

QUESTION: What could happen if Mr. Russell decided not to follow this law?

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RULES

OBJECTIVE

To be able to tell why rules are important in games and to transfer this concept to why rules are important in everyday life.

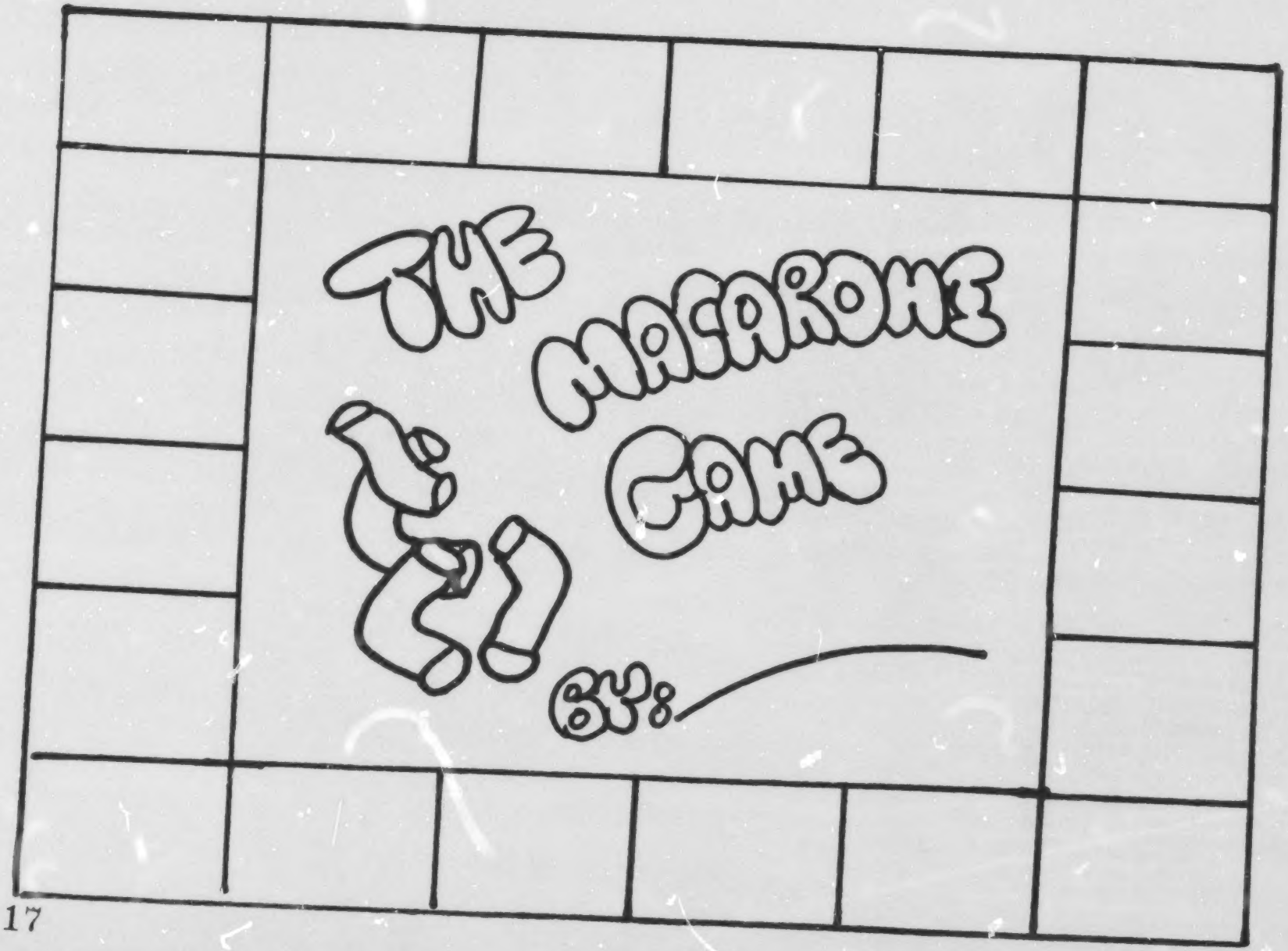
PROCEDURE

Tell the students that they are going to play "The Macaroni Game." Give each student a piece of macaroni. Avoid answering any questions about how the game is played. Tell them that when you say "Go" you want them to begin. When no one seems to know what to do, discuss why not.

Give each student a copy of the game board on the following page. Ask them to make up a game, complete with rules. Students can then play each other's games.

NOTE: Coloring the game boards adds interest. Some students may want to make up cards, etc. They will need to write their rules down on a piece of paper so others will know how to play.

A six-sided pencil makes a fine spinner. Write a number from one to six on each side. By rolling the pencil a player will know how many spaces to move.


THE
MACARONI
GAME
BY:

RULES AND LEGAL AUTHORITY

OBJECTIVE

To understand the need for legal authority.

PROCEDURE

I. Duplicate the page titled "Driver's License" so that there is one for each student. Fill it out ahead of time and present one to each student. Ask if anyone has trouble understanding the language.

1. Can they drive with this license?

2. What makes a driver's license legal and fair to use?

3. Who has authority to take away a driver's license?

4. Why can a driver's license be taken away?

II. Make a copy of the "Marriage License." Have a boy and girl come up to the front of the room. Give them the marriage license. (Be prepared for giggles--try to avoid calling on students who would be truly embarrassed.) Ask if there is a problem with your writing a marriage license for these students.

1. Could they use the license to become legally wed?

2. What makes a marriage license legal?

III. Bring a copy of your college diploma, your teaching certificate or another such official document that pertains to your qualifications to teach. Discuss the licensing procedures and requirements for teaching.

Or, bring a diploma or certificate of another profession (students may bring one of their parents') such as beautician, lawyer, doctor, accountants, social workers, contractors, plumbers, bus drivers, airline pilots, etc. Invite some parents to talk to the class on their licensing procedures and requirements.

Marriage License

_____

and

_____

are now married.

_____

Teacher

DRIVER'S LICENSE

_____

can drive a car whenever and wherever he / she wants.

_____

Teacher

RULES

OBJECTIVE

To be able to see ways one acts in a responsible manner in following rules and to be able to see ways to modify his/her behavior to become a more responsible person.

PROCEDURE

Give each student a copy of "I AM RESPONSIBLE." (The sample may be copied on the chalk board.) Explain what each choice means:

(1) I come to school on time. Usually means almost every day.

(2) I come to school on time. Sometimes means about half of the time I come on time and about half of the time I don't.

(3) I come to school on time. Rarely means that I am almost always late.

Provide time for the students to answer the sample by themselves. Discuss their responses, then proceed to other items. The teacher can read them aloud or the students can mark them independently.

Some students may want to discuss an item. Do not pressure anyone to respond to an item. As a concluding activity, ask students to circle the numbers of three items they feel describe areas in which they need to improve most.

NOTE: This activity can be repeated later and compared with the first response.

I AM RESPONSIBLE*

Here are some sentences about responsibility. How often do you do each of these things? Mark an X in the right box for you.

SAMPLE:

	Usually	Sometimes	Rarely
I come to school on time.			

I AM RESPONSIBLE	Usually	Sometimes	Rarely
1. I take turns.			
2. I follow the rules when I play games.			
3. I get to places on time.			
4. I share with others.			
5. I keep promises.			
6. I keep secrets.			
7. I remember to give notes and messages to others.			
8. I do my own work.			
9. I take care of my room.			
10. I try to solve problems without fighting.			
11. I listen when others are talking.			
12. I try to do my own work before asking my teacher.			
13. I tell the truth.			
14. I ask before I use something that isn't mine.			
15. I follow safety rules.			

*This suggested activity appears in the Supplemental Materials Packet for Grades 2-3 also.

SECTION II

RULES IN THE COMMUNITY

RULES IN THE COMMUNITY*

OBJECTIVE

To become familiar with signs in the community, and to understand the rules they show.

PROCEDURE

Reproduce the signs on the following 10 pages. Make flash cards by cutting them apart, coloring them, and then covering them with clear adhesive or laminating film.

The flash cards may be used by the total class or two or three students may want to work together with them. If the class is a large one, two sets could be used.

NOTE: Students can color the flash cards and save the teacher a lot of time. For added strength and durability, the flash cards can be mounted to a piece of construction paper, allowing about one-half inch border on all sides; then proceeded with laminating or clear adhesive covering.

For additional signs and/or information about road signs and traffic rules, consult the:

Alabama Driver's Manual, published by the Alabama Department of Public Safety
Driver's License Division
Box 1471
Montgomery, Alabama 36192

This manual is also available wherever Driver's License examinations are given.

The two pamphlets listed below may be obtained from:

Division of Instruction
Driver and Traffic Safety Education
Alabama State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36193
ATTN: Mr. Jackie Hammock

1. Pedestrian Safety Education for Alabama Youth
2. Bicycle Rules of the Road

*This suggested activity appears in the Supplemental Materials Packet for Grades 2-3 also.

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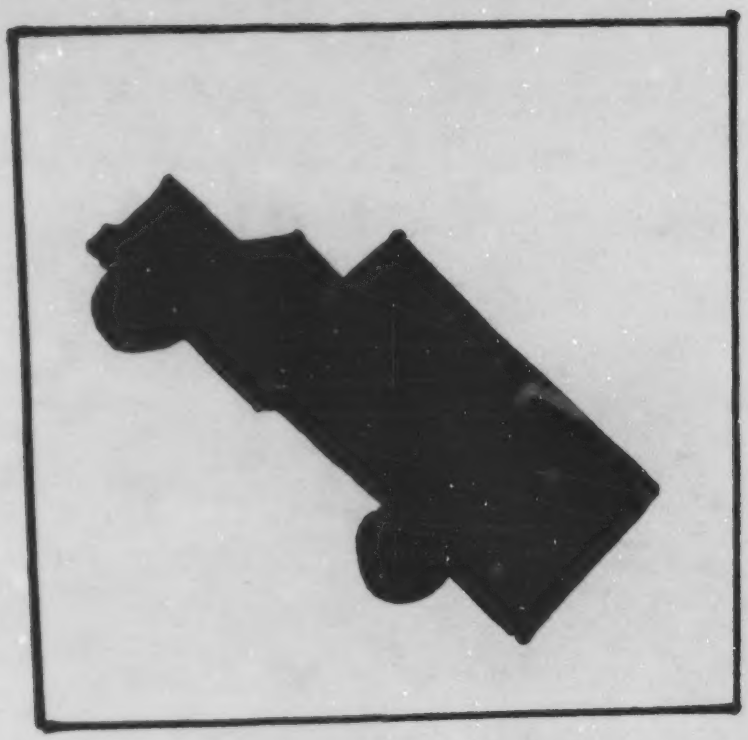
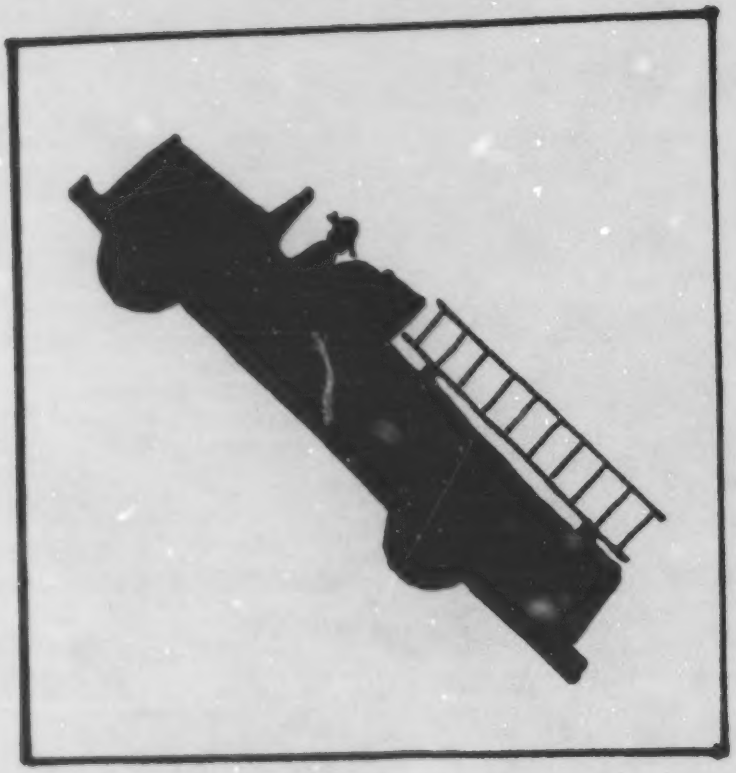
RAIL
ROAD
CROSSING

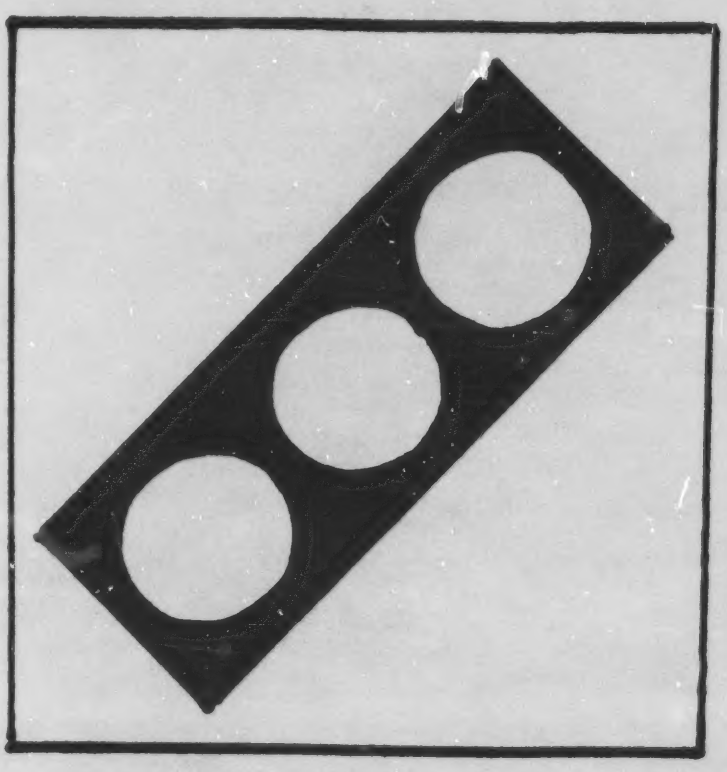
SPEED
LIMIT
55

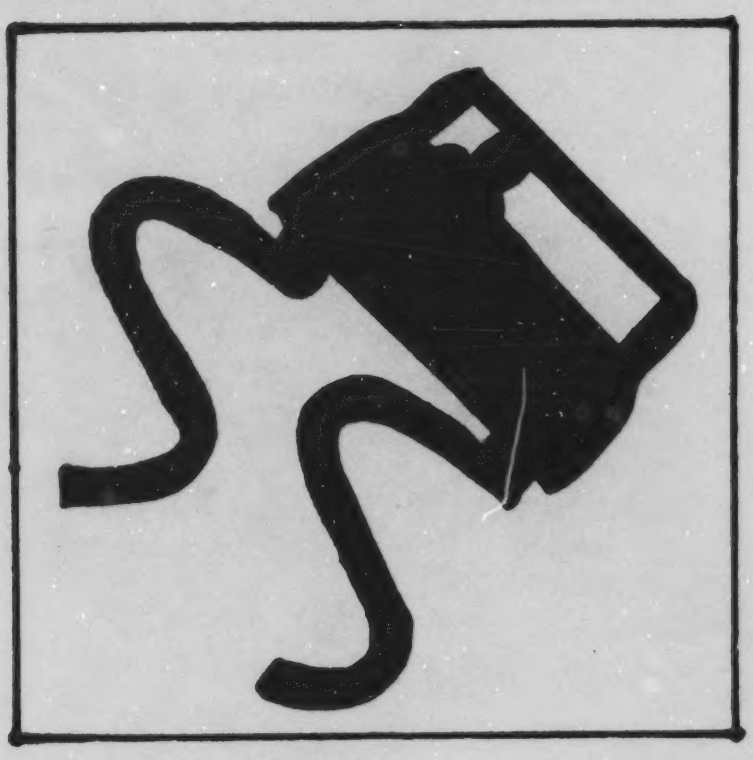
NO
PARKING
ANY
TIME

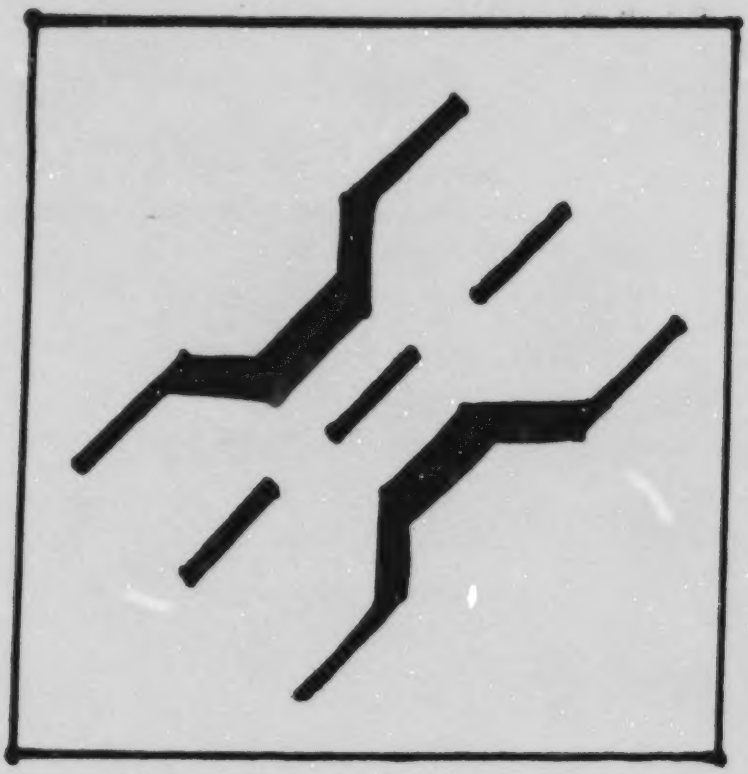
29

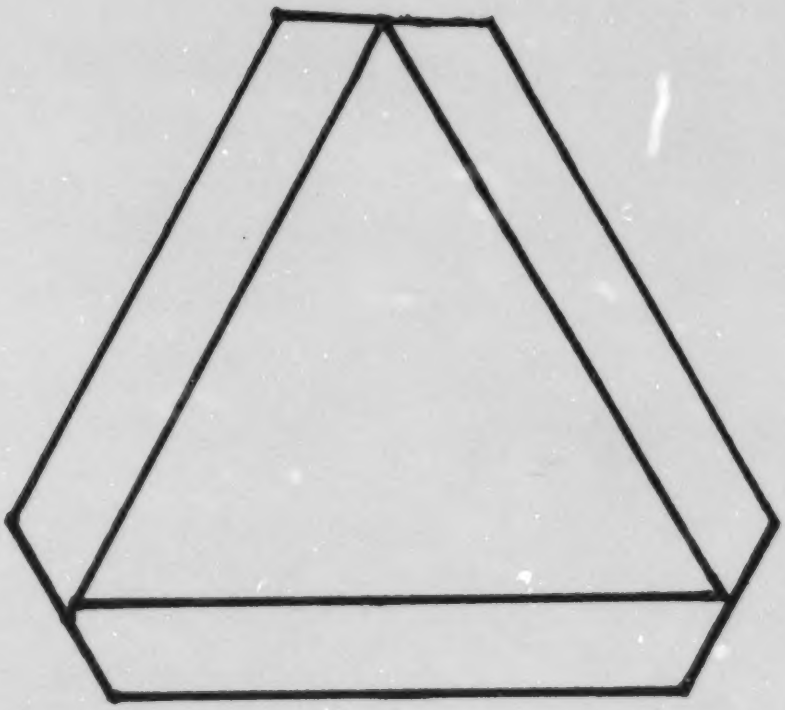


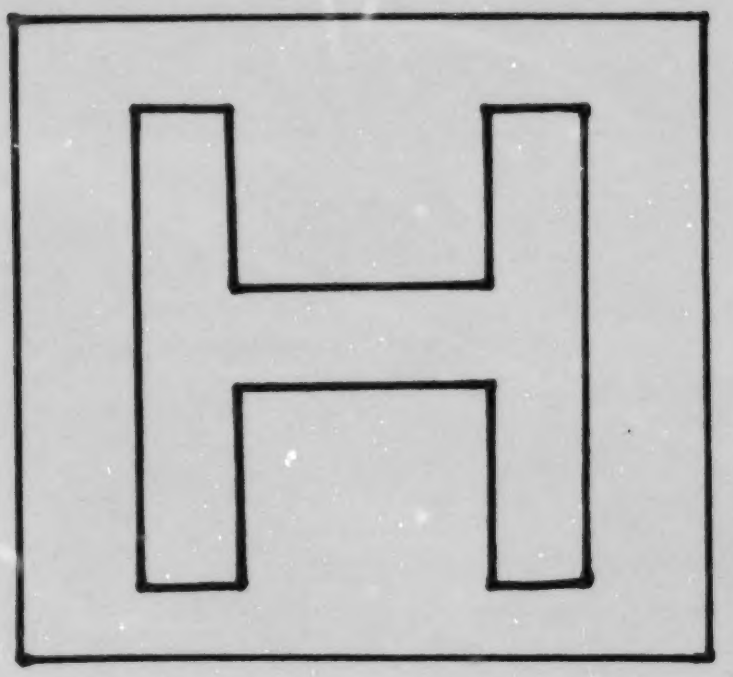












RESERVED
PARKING

RULES IN THE COMMUNITY

OBJECTIVE

To become aware of rules in the community, especially traffic rules.

PROCEDURE

Plan a field trip around your community. (Plan the route ahead of time to maximize the opportunities for your students to find signs.)

Give each student a copy of the following page. While on the field trip, have them see how many of these signs they can find.

NOTE: If it is not possible to take a field trip during this study, perhaps this activity could be used when the class goes on another field trip, or the sheet could be given to the students over a week-end and brought back on Monday.

SIGNS IN MY COMMUNITY

_____STOP

_____YIELD

_____TRAFFIC LIGHT AHEAD

_____PEDESTRIAN CROSSING

_____NO BICYCLES

_____BICYCLE CROSSING

_____SCHOOL

_____SCHOOL CROSSING

_____NO RIGHT TURN

_____NO LEFT TURN

_____DEER CROSSING

_____NO U TURN

_____ONE WAY

_____TWO WAY TRAFFIC

_____HANDICAPPED PARKING

_____RAILROAD CROSSING

_____SLIPPERY WHEN WET

_____NARROW BRIDGE

_____PUBLIC TELEPHONE

_____NO TRUCKS

_____DO NOT ENTER

_____HOSPITAL

_____FIRE STATION

_____CHURCH

_____SPEED LIMIT

_____NO PASSING

_____RESTAURANT

_____GAS STATION

RULES IN THE COMMUNITY

OBJECTIVE

To create road signs for places in the community.

PROCEDURE

Write the following places on the chalk board. Ask the students to choose two and to create a road sign without words for those places. Give each student two pieces of paper to draw their final versions of signs.

SUBDIVISION

FARM

SHOPPING CENTER

FACTORY

BEACH

MOUNTAINS

RIVER

POLICE STATION

CEMETERY

CITY

PARK

LIBRARY

NOTE: The teacher can also divide the class into small groups and give each group the task of designing a sign together.

A bulletin board display can be made with the completed signs.

SECTION III

THE COURT SYSTEM

COURT SYSTEM

OBJECTIVE

To be able to identify the various law-related and court-related persons through the use of flash cards.

PROCEDURE

Cut out pictures from magazines or newspapers of law-related or court-related persons. If no appropriate picture can be found, you might sketch one. Color the pictures if necessary. Glue the pictures onto 5 x 7 index cards. (For durability, laminate each card.)

At the bottom of each picture, write the person's title, such as judge, policewoman, or district attorney.

NOTE

Pictures of men and women (in no special uniform) can be used for many of the titles that you might want to illustrate.

Talk about each of the people and discuss their jobs as you go through the flash cards with your students.

Pictures to make:

1. judge
2. policeman and/or policewoman
3. sheriff
4. lawyer
5. district attorney
6. jury (cut out 12 faces)
7. courthouse
8. courtroom

COURT SYSTEM

OBJECTIVE

To become familiar with the people involved in a trial.

PROCEDURE

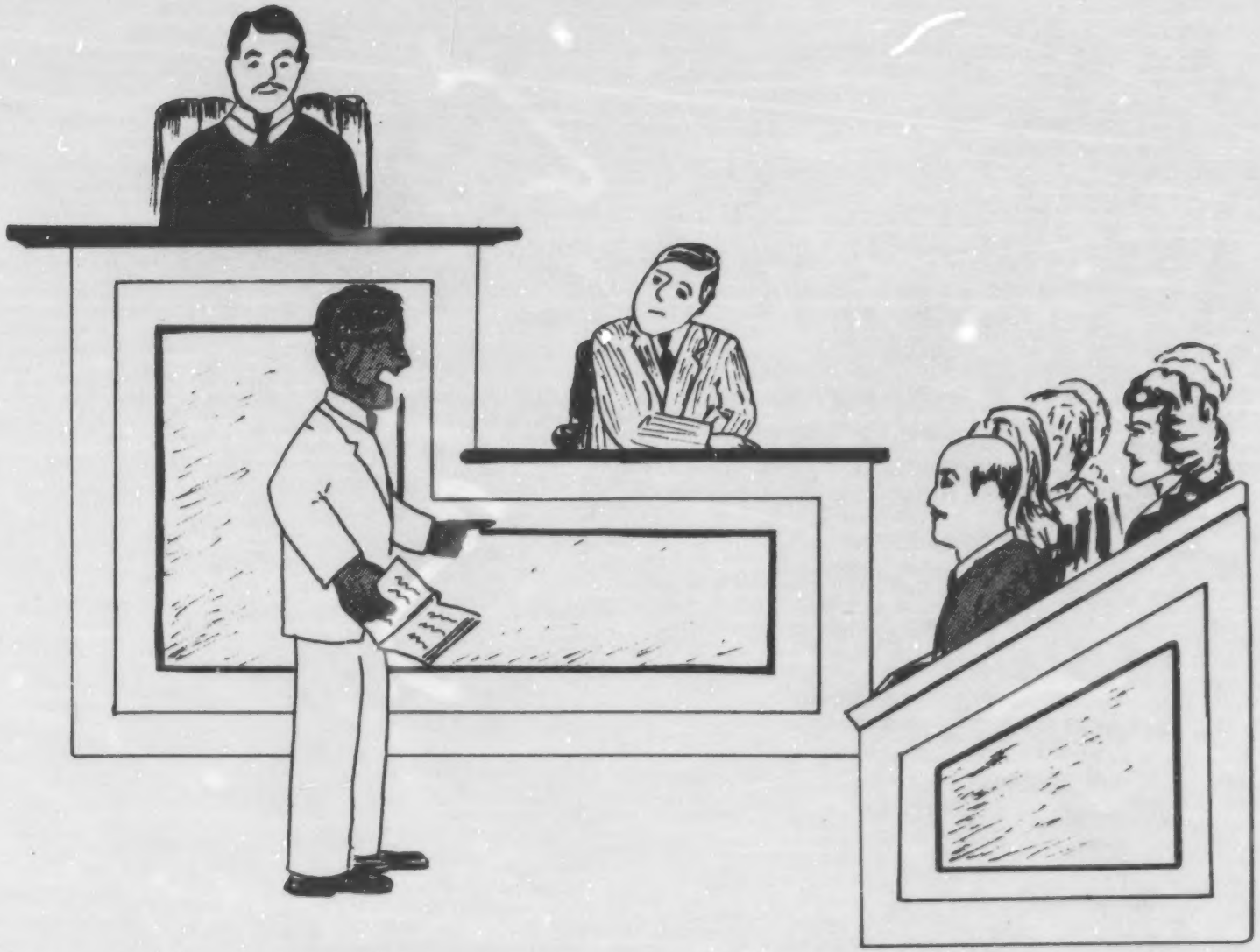
Make a transparency of the following page. Identify the persons and tell what they do during a trial.

JUDGE: An elected or appointed public official with authority to hear and decide cases in a court of law.

LAWYER: A person trained and licensed in the legal field who can advise others about legal problems and can represent them in court.

WITNESS: A person who testifies before a court under oath regarding what he has seen, heard, or otherwise observed.

JURY: A specific number of people selected as prescribed by law to render a decision (verdict) in a trial.



43

44

COURT SYSTEM

OBJECTIVE

To learn about the people involved in a trial and the pieces of furniture and equipment in a courtroom.

PROCEDURE

Divide the class into groups of five or six. Give them magazines, newspapers, and a large piece of paper. Let them draw in a JUDGE'S BENCH, a JURY BOX, the WITNESS STAND, and TWO LAWYER'S TABLES. Then let them cut out faces and bodies from the magazines and newspapers to fill the jury box, etc.

This might be a good time to remind the class that women may also serve as judges, attorneys, and that juries are composed of old people, young people, and people of all different races.

COURT SYSTEM

OBJECTIVE

To understand what a jury is and how it is selected.

PROCEDURE

Discuss what a jury is (a specific number of people selected as prescribed by law to render a decision or verdict in a trial).

Point out that in the United States a person has a right to a trial by jury, and that the jury is composed of a person's peers.

Make a transparency of the picture on the following page.

(1) How many JURORS are there?

(2) Are any of them older citizens?

(3) Are any of them younger citizens?

(4) Are there different races represented?

(5) How many men? Women?

To demonstrate the variety of people usually found on a jury, the following activity may be used. Divide the class into groups of two or three. Assign each group one of the jurors. Have them write about that juror, telling of their background, family situation, educational level, employment, etc. Then let each group read their paper to the class to get an idea of what a real jury could be like.

COURT SYSTEM

OBJECTIVE

To learn about the local courthouse.

PROCEDURE

Visit the courtroom in advance to make arrangements and to get an idea of what to do with the class during the visit. Contact should be made with the judge's secretary. She can usually give you guidance in determining the best time for the trip in terms of cases that are scheduled.

Judges like to know when classes are visiting. Sometimes the judge will pause during the trial to explain certain points to the class or will meet with them before or after the trial to talk with them or to respond to their questions.

Thank-you letters from students are always in order.

COURT SYSTEM

OBJECTIVE

To be able to label the different people in the courtroom and to understand what they do.

PROCEDURE

Give each student a copy of the following page. Write these words on the chalk board:

JUDGE

JURY

JUDGE'S BENCH

WITNESS STAND

WITNESS

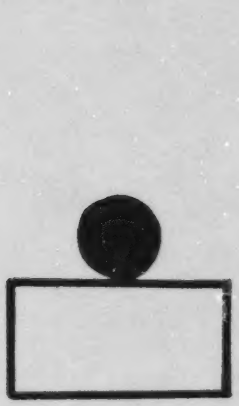
LAWYER'S TABLES

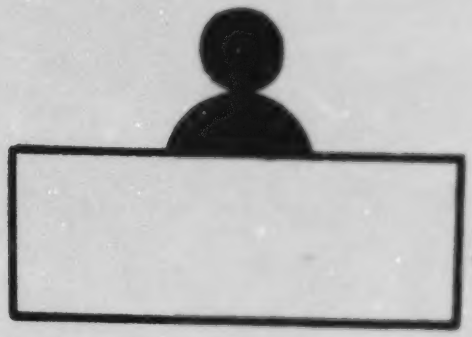
LAWYER

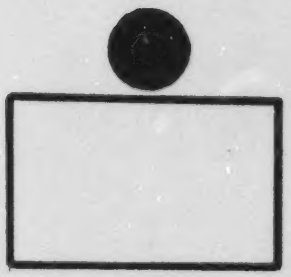
Discuss each term and then let the students label their pictures

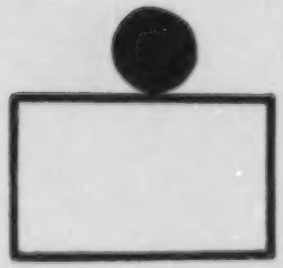
Judge:	an elected or appointed public official with authority to hear and decide cases in a court of law.
Jury:	a specific number of people selected as prescribed by law to render a decision (verdict) in a trial.
Jury box:	where the jury sits during a trial.
Judge's bench:	where the Judge sits during a trial.
Witness:	a person who testifies before a court under oath regarding what he has seen, heard or otherwise observed.
Witness stand:	where the witness sits during cross-examination.
Lawyer:	a person trained and licensed in the legal field who can advise others about legal problems and can represent them in court.

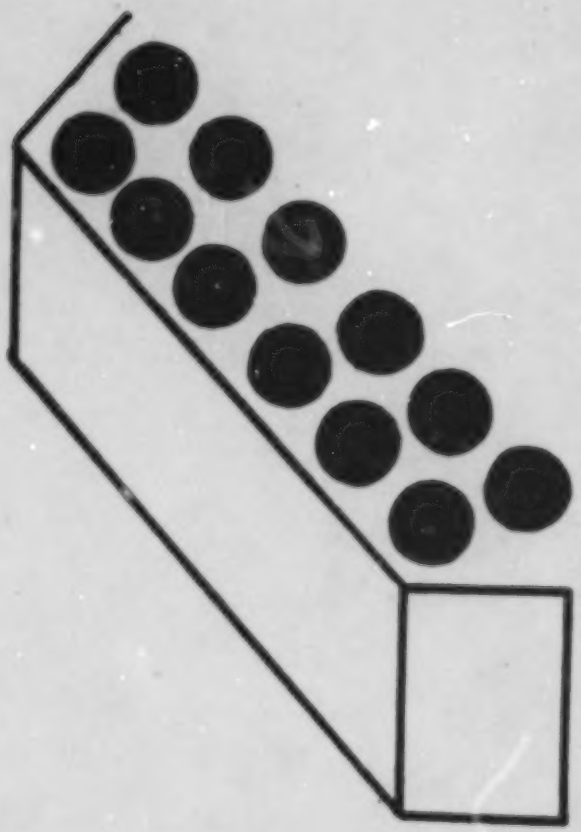
THE COURT IS NOW IN SESSION











51

52

COURT SYSTEM

OBJECTIVE

To make a mobile.

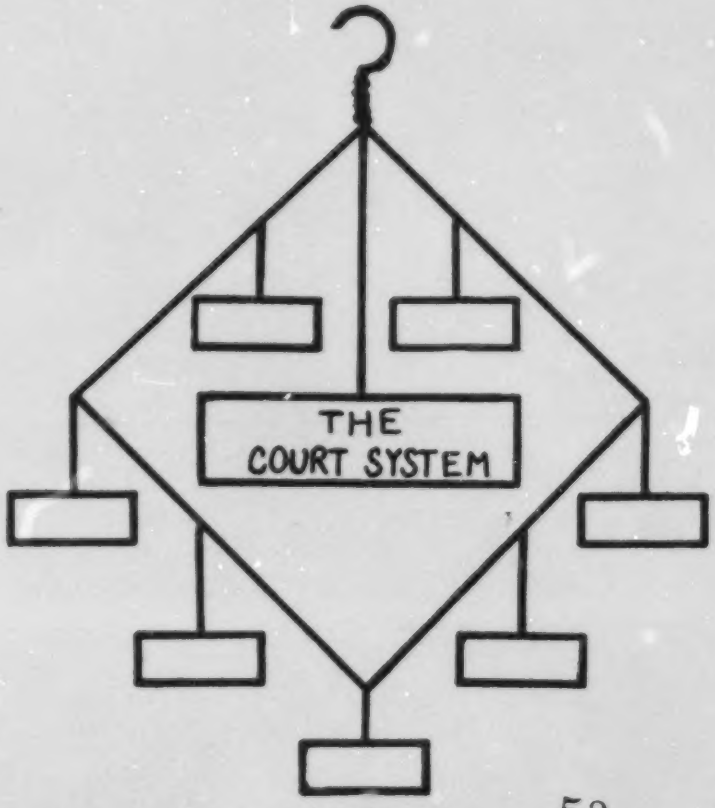
PROCEDURE

Have available in the classroom coat hangers, black sewing thread, construction paper, crayons, felt tip markers, scissors, and sewing needles.

Students can work individually or in committees. Have them select a theme, such as THE COURT SYSTEM, LAW IN MY COMMUNITY, etc.

Have them decide on about six things to show on their mobile. Draw them on the construction paper, or they can be drawn on white paper and glued to construction paper. Make large, medium and small shapes. Be sure to encourage pre-planning so that the mobile will fit together.

"Sew" a piece of thread to each shape. Starting at the bottom, attach the shapes to the coat hanger. Balance the different sizes so that the mobiles will move freely.



FIND A WORD: COURT SYSTEM

OBJECTIVE

To review words associated with the court system.

PROCEDURE

Duplicate the following puzzle for your students. Have them find the words listed at the bottom of the page and circle them in the puzzle.

FIND THE WORDS!

The words at the bottom of the page appear in this puzzle. They can be read either across or down the page.

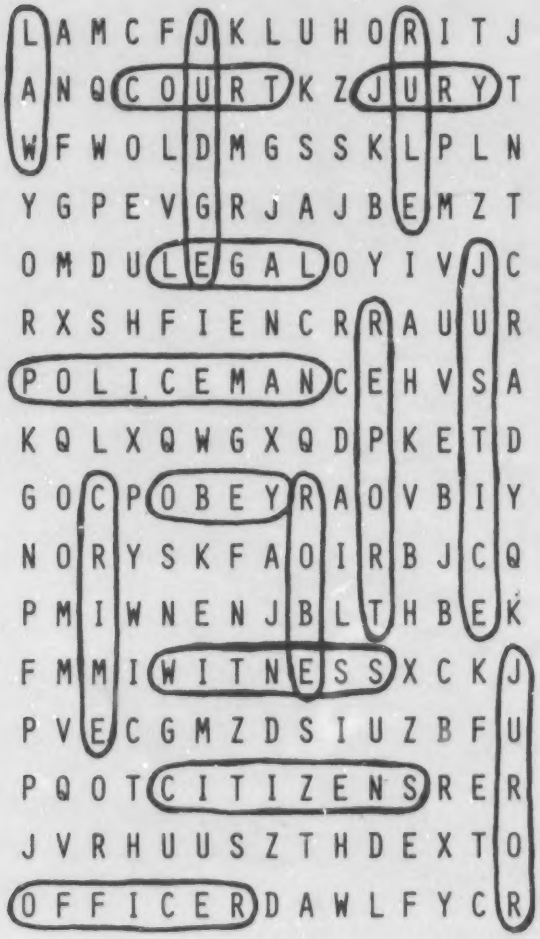
Directions: Draw a circle around each word in the puzzle.

L A M C F J K L U H O R I T J
A N Q C O U R T K Z J U R Y T
W F W O L D M G S S K L P L N
Y G P E V G R J A J B E M Z T
O M D U L E G A L O Y I V J C
R X S H F I E N C R R A U U R
P O L I C E M A N C E H V S A
K Q L X Q W G X Q D P K E T D
G O C P O B E Y R A O V B I Y
N O R Y S K F A O I R B J C Q
P M I W N E N J B L T H B E K
F M M I W I T N E S S X C K J
P V E C G M Z D S I U Z B F U
P Q O T C I T I Z E N S R E R
J V R H U U S Z T H D E X T O
O F F I C E R D A W L F Y C R

law	rule	witness	report
judge	jury	justice	officer
court	robe	citizens	obey
legal	crime	policeman	juror

FIND THE WORDS!

ANSWER KEY



SECTION IV

CIVIL LAW
AND
CRIMINAL LAW

CIVIL LAW AND CRIMINAL LAW

OBJECTIVE

To understand the difference between civil law and criminal law.

PROCEDURE

Give each student a copy of the following page. Read the directions aloud and do the examples together.

INFORMATION FOR THE TEACHER

CIVIL CASES are actions in which an individual, business, or agency of government seeks damages or relief from another individual, business or agency of government. Typical examples are suits for damages arising from an automobile accident, divorce, or breach of contract.

A person who believes that he has been injured or damaged by another person or business will relate to an attorney the facts and circumstances. The attorney will take the client's statement, interview witnesses, examine laws and court decisions, and try to determine whether the client has a cause of action.

If the attorney decides that the client does have a cause of action, the attorney will file a complaint with the clerk of the court.

CRIMINAL CASES are actions brought by the state or federal government against an individual charged with committing a crime. There are basically three types of criminal acts in Alabama: felonies, misdemeanors, and violations.

(1) felony - imprisonment for more than one year.
(2) misdemeanor - imprisonment for up to one year.
(3) violation - imprisonment for not more than 30 days.

An arrest warrant is issued setting forth the time, date, and place of the alleged criminal act as well as the nature of the criminal act. The Grand Jury in Alabama, composed of 18 citizens, decides if there are sufficient grounds to bind the person over for trial.

ANSWER KEY FOR "YOU BE THE JUDGE"

1.	CRIMINAL.	It is against the law to vandalize property.
2.	CIVIL.	Paul did not break the law. Mr. Jones and Paul are the two parties involved in the conflict.
3.	CIVIL.	The store did not break the law. Tom and Toys for Tots are involved in the dispute.
4.	CIVIL.	The store did not break the law. Sam's Department Store and John are the two parties having a dispute.
5.	CRIMINAL.	It is against the law to commit assault and battery.
6.	CIVIL.	Mr. Skinflint did not break the law. Dan and Mr. Skinflint are involved in the dispute.
7.	CRIMINAL.	It is against the law to steal -- shoplifting.

YOU BE THE JUDGE

There are two kinds of cases that are tried in courts -- civil and criminal. CIVIL CASES involve a dispute between two parties (persons) over some kind of debt or damage to property; or they can involve some kind of family conflict like a divorce. CRIMINAL CASES involve a violation of a law that makes that particular act illegal.

DIRECTIONS: Read the situations below. Think about whether the situation involves some kind of dispute (CIVIL) or whether the situation tells about a law that has been broken (CRIMINAL). You be the judge and write either CIVIL or CRIMINAL on the line beside the situation.

_____1. Three kids threw rocks through the windows of Mr. Smith's new house while it was being built.

_____2. Paul rode his bicycle over Mr. Jones' new lawn that had just been watered, leaving deep tracks in the wet dirt.

_____3. Tom bought an electric train from Toys for Tots and it did not work when he got home. The store refused to give him a replacement.

_____4. John tripped on a rubber mat in Sam's Department Store and broke his leg.

_____5. Dick beats Bob up on the corner of Court Street and 10th Avenue.

_____6. Dan, the paperboy, went to collect from Mr. Skinflint who refused to pay for the papers Dan delivered last week.

_____7. Bob saw some cassette tapes he didn't have and left the store with them without paying for them.

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CIVIL LAW AND CRIMINAL LAW

OBJECTIVE

To understand the differences between civil law and criminal law, and to understand that laws affect children as well as adults.

PROCEDURE

Give each student a copy of the following page, "WHAT'S THE LAW?". Read the directions aloud. Do the examples together. Allow sufficient time for the students to complete the rest of the page.

Discuss the answers. If there are differences of opinion about responsibility, point out that that is a very good reason to have a court system.

NOTE: This activity should be done after the students have completed "You Be The Judge."

ANSWER KEY FOR "WHAT'S THE LAW"

Example A. CRIMINAL (Shoplifting)

Example B. CIVIL (Mike should be held responsible)

1. CIVIL (The Dolly Town Toy Store should be held responsible if Mary did not break the doll. However, if she handled the doll roughly or otherwise caused it to break, the store should not be held responsible.)

2. CRIMINAL (It's against Federal law to damage a mailbox.)

3. CRIMINAL (Vandalism)

4. CRIMINAL (Arson)

5. CIVIL (Mary Ann should be held responsible for replacing the book.)

WHAT'S THE LAW?

DIRECTIONS: Read the situations below. Decide if the case is a CIVIL case (a dispute between two parties) or if it is a CRIMINAL case (a law has been broken.)

Then write on the second line what law you think has been broken if it is a CRIMINAL case. If it is a CIVIL case, write on the second line the person you think should be held responsible.

EXAMPLES:

_____A. Suzy takes a purse from the store without paying

_____ for it.

_____B. Mike accidentally ran his bicycle over one of Mrs.

_____ Brown's flower pots and broke it.

_____1. Mary bought a new doll from Dolly Town Toy Store

_____ and when she got home the doll's arm came off.

_____2. Several young people knocked down the mailbox

_____ belonging to Mr. Badtemper.

_____3. Some kids sprayed paint on the walls of the school

_____ during summer vacation.

_____4. Several boys from school set fire to an open field

_____ and then called the Fire Department.

_____5. Mary Ann borrowed a book from the library and left

_____ it out in the rain.

SECTION V

INDIAN LAWS AND CUSTOMS

INDIAN LAWS AND CUSTOMS

OBJECTIVE

To learn about the laws and customs of Alabama Indians.

PROCEDURE

The pages may be reproduced for each student to add to a notebook, or they may be read aloud by the teacher.

NOTE

The material on the following six pages tells about laws, rights and governmental procedures of Alabama Indians. This material is not in history books currently being used in Alabama schools. It is felt that this information would be of interest to fourth graders in their study of Alabama.

INDIAN LAWS AND CUSTOMS

THE INDIAN CHIEF

At the head of each tribe was the Indian Chief. The chief was not a king and his position was not always hereditary. He was chosen by the warriors, usually but not necessarily from the family of a former chief. The chief was the leader of the tribe in battle, and his authority was much greater in time of war than in time of peace. When Indians went to war, the normal position of the chief was at the head of the column. The loss of a chief in battle was a great calamity, but it was even more disgraceful if the enemy secured the scalp of the chief. The Indian warriors valued scalps as tokens of victory.

The Creek word for chief was micco. Since the Indians called a chief after the name of his village, the chief of the Creek village of Tookabatcha was called Tookabatcha Micco. This was the system followed by other villages and other chiefs. The chief shared his authority with a council of advisors and also with the tribe's religious leader. The religious leader was called a "medicine man." As the name shows, the medicine man also treated the sick. He was held in great awe and he gave advice on important matters, such as when to hold a festival and when to plant corn.

INDIAN LAWS AND CUSTOMS
TRIBAL LAW

The three most important officials among the Indians seem to have been the chief, the prophet (usually a very old man), and the medicine man. The home of the chief was in the center of the town on a high mound, and near the council house. He was not an absolute ruler in civil affairs; but on the march, in time of war, and in battle, his word was supreme and his person was regarded with reverence, and defended with great care. When he fell in battle his followers usually became discouraged, and victory perched upon the banners of the enemy.

The prophet and the chief together conducted elaborate religious incantations upon the declaration of war, predicting the result. After peace was made, these two officials -- when the warriors arrived at home -- celebrated other rites, depending upon victory or defeat. The medicine man's name describes his profession.

The scalp was always taken from a slain enemy unless it was impossible to do so under stress of battle. It was the first duty performed by the victors on any dead or wounded left on the field after the defeated tribe retreated. It was considered a great trophy, and was carefully dried and worn as a personal ornament on public occasions, and was a special badge of honor to its proud possessor, even if it had been cut from the head of a wounded, helpless foe.

INDIAN LAWS AND CUSTOMS

THE CALUMET

The Indian's pipe was called the calumet. When the wise men of the tribe sat down to talk together, the meeting was called a council.

When the council meeting began, everyone smoked the calumet. Each man took one draw on the pipe and then passed it to the one next to him.

When a stranger came to an Indian village, he smoked the calumet with the chief. If he would not smoke with the chief, the people thought him unfriendly, and they became angry with him.

Before a war, the calumet was always smoked in the council house. It was also smoked when two tribes made peace after a war. The calumet had a stone or clay bowl with a cane stem almost a yard long. Many calumet bowls were in the shape of animals or birds.

Some calumets had several pipestem holes in the bowl. Then two or three people could smoke at the same time. Eagle feathers or a woman's hair was often tied on the stem of the calumet.

Tobacco was smoked in the calumet. A calumet was often called a peace pipe.

INDIAN LAWS AND CUSTOMS

WAR CUSTOMS

The position of war chief was a very important one among the Choctaw Indians. Depending on the outcome of the battle, though, that position could be easily lost. The war chief took great pains to attack the enemy only when he was sure they could win. This helped to save his warriors from being killed. But, more importantly, if the Choctaw chief did not win the war, he lost all his credit. No one had confidence in his leadership after that, and he had to descend to the rank of a common warrior.

The Choctaw Indians would not begin a war if the chief had a bad dream about the battle during the night. Instead, they would turn back to their village immediately.

As long as a war lasted, the Choctaw chief was obeyed by all the warriors. After they returned home, though, the warriors' attitudes toward him depended on how generous he had been in sharing his "war" possessions with them. When the Choctaw chief had taken articles from the enemy, he had to divide the things among the warriors and the relatives of those who had been killed in combat. This gift-giving helped the people to "wipe away their tears." The chief retained nothing for himself except the honor of being the restorer of the nation.

INDIAN LAWS AND CUSTOMS

PROPERTY RIGHTS

The land was common to the nation -- chiefs and people. A particular house and field of corn belonged to the family who lived in the house and who worked the field. But the family did not buy the house or field. As soon as a house was abandoned, any other person could take it. As long as someone lived in the house or used the property, though, no one else would try to take it.

When a husband and wife died leaving no children, then the relatives of the wife usually took the house. But if the house had been built entirely by the husband without the help of the wife, then his relatives would usually take possession. If the house was an old one and had not been built by either the husband or wife, then it would belong to the relatives of the one who had built it.

INDIAN LAWS AND CUSTOMS

CEREMONY OF INITIATING YOUTH INTO MANHOOD

Between the ages of fifteen and seventeen, the ceremony of entering manhood was usually performed. It was called Boos-ke-tau. A youth of the proper age would remain in a house for four days while performing the following ceremony. It began when the youth would gather two handfuls of the Sou-watch-cau, a bitter root, which he would eat for a whole day. Then he would steep the leaves in water and drink it. This Sou-watch-cau had an intoxicating and maddening effect upon the youth. In the dusk of the evening, he would eat two or three spoonfuls of boiled grits.

For four moons, a young girl was the only one who could cook his food of boiled grits. On the fourth day he would go outside while wearing a pair of new moccasins (stil-la-pica.) For twelve moons, he would abstain from eating bucks, except old ones, and from turkey, fowl, peas and salt. During this period he could not scratch his ears or head with his fingers. He had to use a small stick instead. On the fifth moon any person could cook for him, but he had to serve himself using only one spoon and pan. Every new moon, he would drink the possau (button snakeroot) for four days, and he would abstain from all food, except for a little boiled grits in the evening.

In the twelfth moon, he repeated the first four days of the ceremony. Then on the fifth day, he would come out of his house, gather corn cobs, burn them to ashes, and rub them on his body. At the end of this moon, he would lie under blankets so he would sweat. Then he would cleanse himself in water, and this ended the ceremony.

INDIAN LAWS AND CUSTOMS

OBJECTIVE

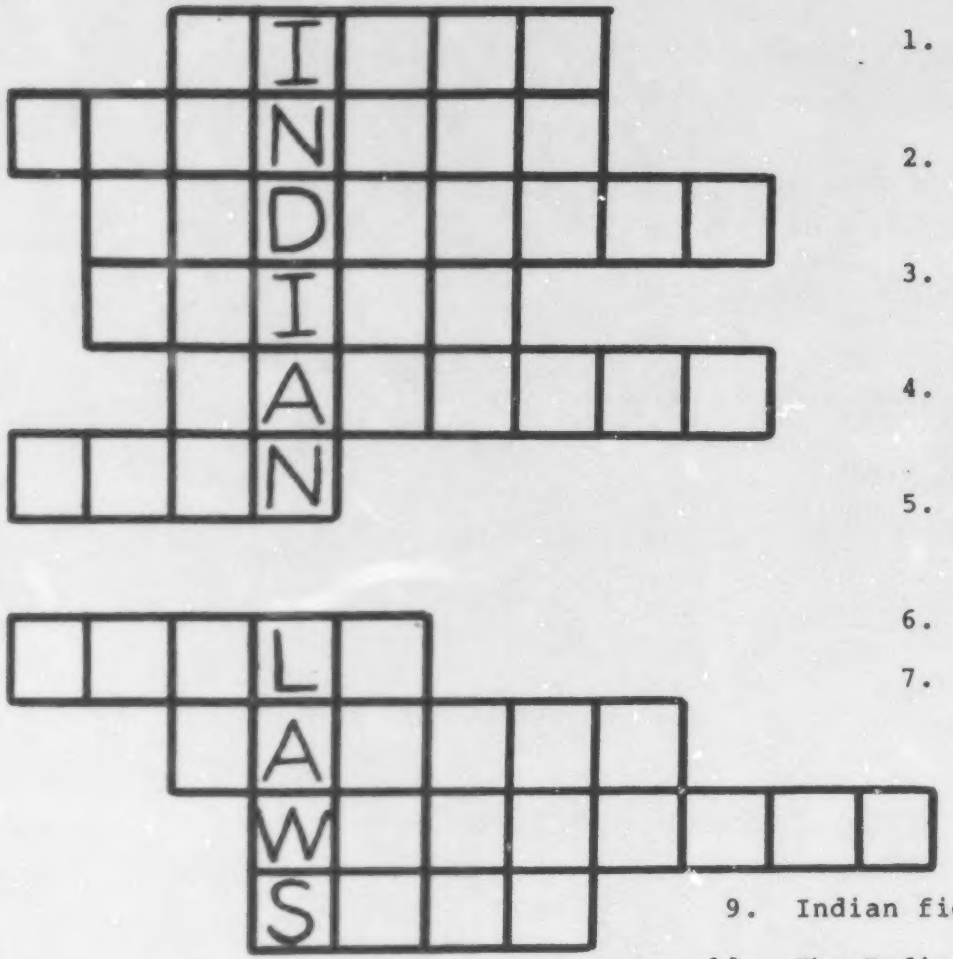
To review Indian laws and customs by filling in the blanks on a crossword puzzle.

PROCEDURE

The information of the preceeding six pages should have been read and/or discussed with the students prior to working the puzzle. Or, the teacher can write the answer words on the board and let the students fill in the puzzle.

Duplicate a copy of the puzzle for each student. Read the clues aloud before beginning. The answer key is found on the page following the puzzle.

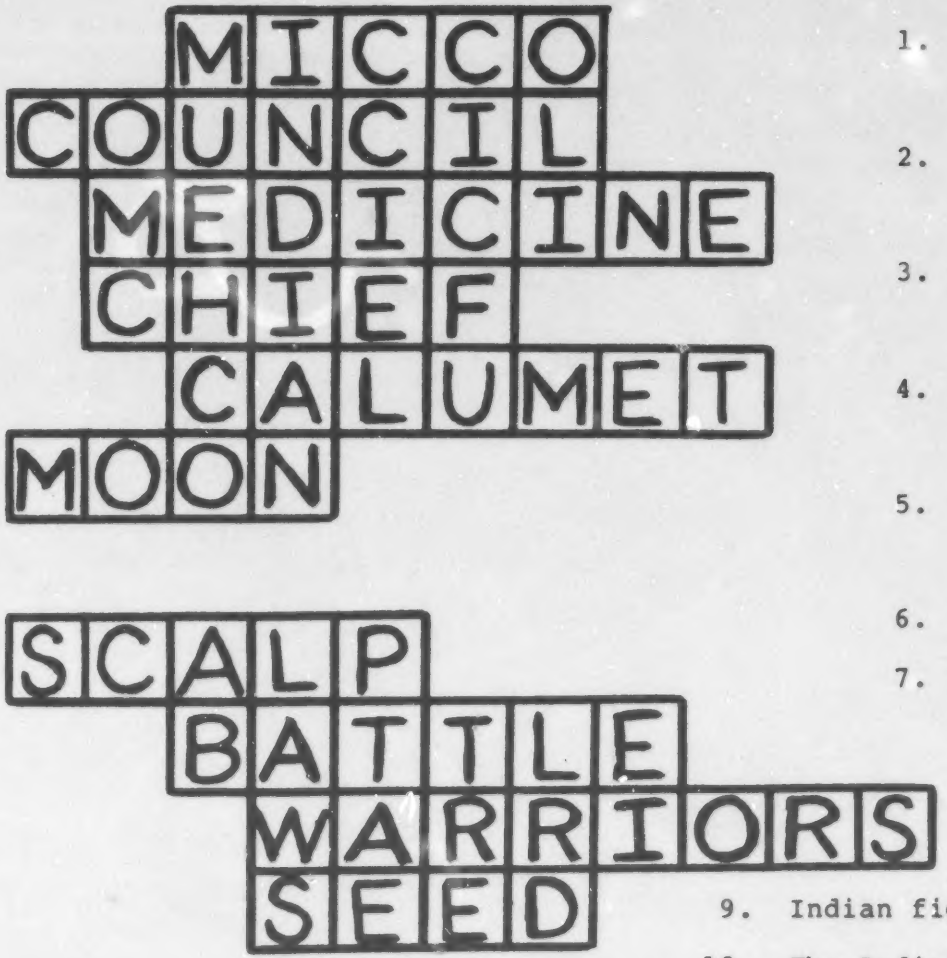
INDIAN LAWS CROSSWORD PUZZLE



1. The Creek word for "Chief" was _ _ _ _ _.
2. The most important Indian officials met in a group called the _ _ _ _ _ _ _.
3. The tribe's doctor was the _ _ _ _ _ _ _ _ man.
4. At the head of each tribe was the _ _ _ _ _.
5. The Indian's pipe was called the _ _ _ _ _ _ _.
6. Indians called a month a _ _ _ _.
7. A _ _ _ _ _, taken from a slain enemy, was considered a great prize.
8. Another name for war is _ _ _ _ _ _.
9. Indian fighters were _ _ _ _ _ _ _ _.
10. The Indians planted _ _ _ _ to grow corn.

INDIAN LAWS CROSSWORD PUZZLE

ANSWER KEY



1. The Creek word for "Chief" was _ _ _ _ _.
2. The most important Indian officials met in a group called the _ _ _ _ _ _ _.
3. The tribe's doctor was the _ _ _ _ _ _ _ _ man.
4. At the head of each tribe was the _ _ _ _ _.
5. The Indian's pipe was called the _ _ _ _ _ _ _.
6. Indians called a month a _ _ _ _.
7. A _ _ _ _ _, taken from a slain enemy, was considered a great prize.
8. Another name for war is _ _ _ _ _ _.
9. Indian fighters were _ _ _ _ _ _ _ _.
10. The Indians planted _ _ _ _ to grow corn.

54

INDIAN LAWS AND CUSTOMS

OBJECTIVE

To learn about the earliest Indians that lived in Alabama in the 11th to 13th centuries.

PROCEDURE

The information on the following five pages tells about the Indians that lived in what we today call Moundville. No Europeans saw this bustling town or its thousands of inhabitants. Its history is one of Indian achievement, but there are no written records of it.

When DeSoto passed through Alabama in 1540, the town at Moundville was disused, overgrown and not even a memory of the local Indians. We do not know why the city was abandoned 500 years ago. Obviously, the politicial and religious control failed to maintain the trade and tax system upon which it depended. The collapse was probably slow; more distant villages disassociating themselves from the chiefdom, this city shrank in size as its influence and administration failed. The people who made up the Mississippian Culture continued to live in west-central Alabama. Their descendants probably met DeSoto.

This information is intended to supplement a study of Alabama history. The teacher may want to duplicate it so that each student has a copy, or it may be read aloud at an appropriate time.

NOTE

Picnic tables abound at Mound State Monument. One primary picnic area is on a bluff overlooking the beautiful Black Warrior River. MSM is open 9-5 daily except Christmas. Admittance to the grounds is free. There is an admission charge of $2 for adults and $1 for children to tour the Museum.

Mound State Monument which has camping and conference facilities, is located 13 miles south of Tuscaloosa, on Highway 69. There is easy access to MSM from I-59/I-20 in Tuscaloosa.

Mound State Monument is part of the Alabama Museum of Natural History at The University of Alabama, P.O. Box 5897, University, AL 35486. Dr. Joseph O. Vogel is the Director.

For further reading about Mound State Monument and the Culture which produced it, read Moundville: An Introduction to the Archaeology of a Mississippian Chiefdom by John A. Walthall, published by the Alabama Museum of Natural History.

THE EARLIEST ALABAMA INDIANS

MOUND STATE MONUMENT

No one knows what the Indians called this town. Its history, language and traditions have disappeared.

Once, as many as 3,000 people lived here. Merchants, farmers, artisans, craftsmen, chiefs, warriors and priests all established a complex culture with class distinctions, a widespread political system as well as an elaborate religior. This city was the center of a large population spread out along the Warrior River Valley, and it exerted influence throughout a large area of the southeast.

This great Indian city traded as far as the Great Lakes, the Atlantic coast and south to the Gulf. It flourished for about 250 years during a period from the 11th to the 13th centuries.

At the center was the plaza surrounded by mounds. These were built to place buildings on. Some supported temples; others housed the important families of the community. The plaza was left open. Here markets, sports and ceremonies took place. Commoners lived around the mounds outside the plaza area.

Around the town was a stout log and mud wall. Logs were set upright in a trench; occasionally the wall included a projection, or bastion. These enabled defenders to repel invaders from the side. Elsewhere were overlapping gateways. Outside the walls were fields of corn, beans and squash -- the staples of the Indian diet.

THE EARLIEST ALABAMA INDIANS

THE MOUNDS

The mounds are the most notable feature of this Indian city. These were not burial mounds. Some were commercial; others supported habitations, probably of the wealthy and more influential families. Among these families of high status were likely chiefs, nobles and priests along with their retainers. Habitation mounds form the outer circle of mounds. The ceremonial mounds are located in the center. The largest mound is about 60 feet in height and is a ceremonial or temple mound. It represents a tremendous amount of hand labor. Remember, the Indians had no shovels, no picks, no wheelbarrows or horses. Digging was strictly by hand with wooden and bone tools. The soil was heaped upon the mound, basketful upon basketful.

A large basket may hold a cubic foot of earth; there are 4,000,000 cubic feet of dirt in this large mound. An Indian laborer, grubbing up two baskets of dirt an hour with his wooden hoe during an eight hour day would deposit only 16 cubic feet of dirt. One hundred Indians who did not take holidays, raise corn, fight enemies, break hoes and upon whom it never rained, would need 6 years and 10 months to build such a mound!

Mounds were not built all at once but in several stages. It is not known how much time separated these building phases. One mound has as many as ten different layers. Periodic ceremonial destruction of the structures and the addition of a new cleansing layer of earth may have been involved.

THE EARLIEST ALABAMA INDIANS

RELIGION

The sun was the center of the Indian religion. It is likely that this mound was dedicated to it. Here, public and private rites of the Indian religion would be performed, and from here, on special days, large public ceremonies and processions on the plaza would be directed. Since corn was the staple of the Indian diet, the relationship between agriculture and the sun was very important. Spring planting was deeply involved with religion, and a high point of the year was reached during "Busk" or Green Corn Ceremony. Busk occurred when the corn had matured enough to be eaten in July or August.

THE EARLIEST ALABAMA INDIANS

THE VILLAGE SITE

Village sites were chosen by the Indians to be near water, firewood, and their fields. Fields were cleared by burning the trees. Low-lying fields received nutrients from flooding. As fields became less fertile, the Indians farmed other fields letting nature revitalize the soil.

The woods and fields were a valuable source of food. Acorns, hickory nuts, and chestnuts were staples. Plums, wild cherries, blackberries and other wild fruits were eaten. The Indians kept no domesticated animals other than dogs, but wild game was hunted. Deer, turkey, rabbits and other large animals were actively sought for food, skins, and craft materials.

There are several lakes and depressions within the park. These lakes were dug by the Indians to provide dirt for the building of the mounds. The three lakes were full of water in the time of the living city. Fishhooks and sinkers were found on the bottoms. Apparently, the Indians stocked the lakes in order to provide a food supply.

The river was vitally important in the day-to-day life of the Moundville Indians. Communication in a land without wheels, horses, roads or bridges would be difficult. Rafts and dug-out canoes were used in the transportation of food items, maintaining trade, and in the movement of officials through the chiefdom.

Trade routes were extensive. Items found in the park had raw materials from as far away as 800 miles. Copper from Lake Superior, greenstone and soapstone from Aooakachia, shells from the Atlantic

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and Gulf Coast, all came on the backs of men and by the river.

For everyday life, the river supplied drinking water, edible mussels and snails. The Indians drank it, bathed in it, launched their canoes in it, fished and trapped in it and watched it fertilize their corn fields.

SECTION VI

ALABAMA SUPREME COURT

ALABAMA SUPREME COURT

OBJECTIVE

To learn about the Alabama Supreme Court.

PROCEDURE

Give each student a copy of the following page "The Alabama Supreme Court," or make a transparency for the overhead projector. Using the words at the bottom of the page, fill in the blanks.

List the names of the Justices on the chalk board and tell which county they live in. Find those counties on the map.

ALABAMA SUPREME COURT 1981

Chief Justice Clement Clay Torbert, Jr.	Opelika	1977
Justice Alva Hugh Maddox	Montgomery	1969
Justice James Hardin Faulkner	Birmingham	1972
Justice Richard L. Jones	Birmingham	
Justice Reneau Pearson Almon	Moulton	1974
*Justice Janie Ledlow Shores	Birmingham	1974
Justice Thomas Eric Embry	Birmingham	1974
Justice Samuel Alston Beatty	Tuscaloosa	1976
**Justice Oscar W. Adams, Jr.	Birmingham	1980

*First woman to serve on the Alabama Supreme Court

**First Black to serve on the Alabama Supreme Court

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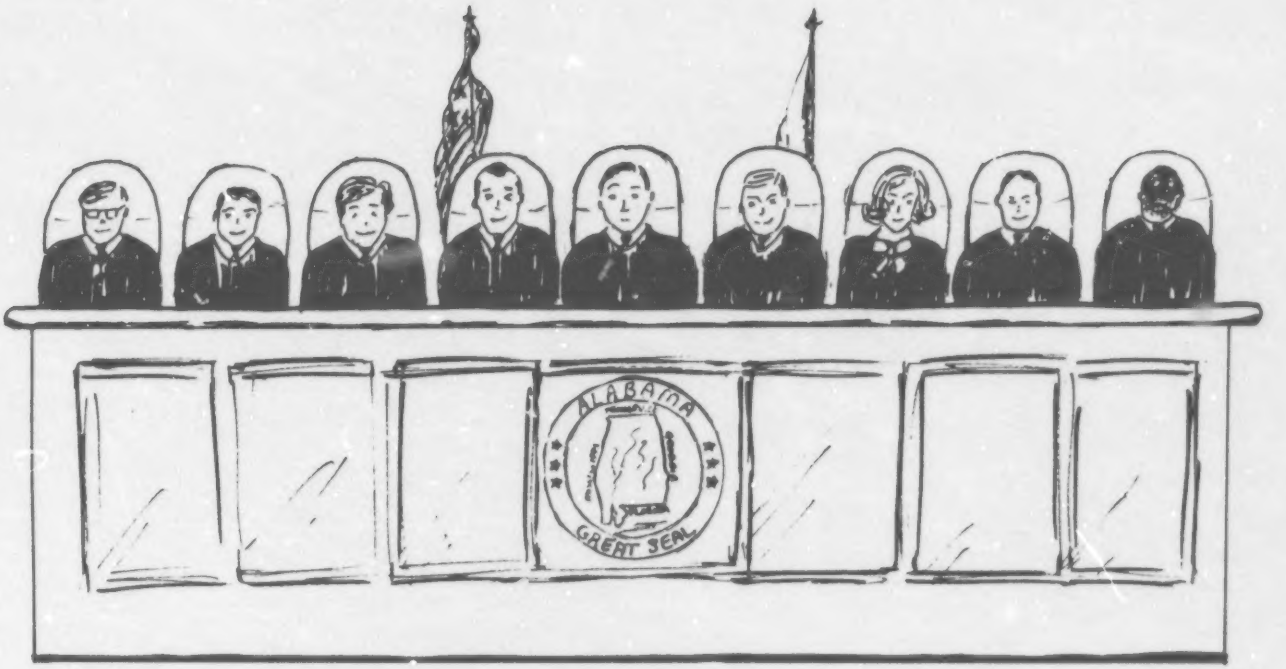
THE ALABAMA SUPREME COURT



The _____ is the highest court in Alabama. There is _____ Chief Justice and _____ Associate Justices. The Alabama Supreme Court sits in the _____ in _____. However, the Court sometimes hears cases in other towns and cities in Alabama. The Justices are elected to terms that last _____ years.

Montgomery Judicial Building Alabama Supreme Court one six eight

SECTION VII

ALABAMA

JUDICIAL SYSTEM

ALABAMA JUDICIAL SYSTEM

OBJECTIVE

To become aware of the kinds of courts in Alabama and their functions.

NOTE: The following detailed chart is for your information. A simplified version for your students has been provided.

PROCEDURE

Hand out a copy of the student page, "The Alabama Judicial System" and the accompanying chart while discussing the different levels of courts, have your students fill in the appropriate information on the chart.

INFORMATION FOR THE TEACHER

Jurisdiction of Alabama Courts

Probate Courts - special court which handles wills, administration of estates, guardianship of minors.

District Courts - limited jurisdiction in both civil and criminal cases.

Municipal Courts - violations of municipal ordinances are heard by municipal judges in municipalities that choose to maintain their municipal courts. (Otherwise, these cases are tried in district court.)

Circuit Courts - all criminal felonies, civil actions exceeding $500, and domestic relations cases.

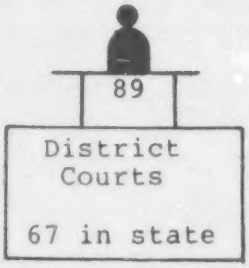
Court of Civil Appeals - civil matters not exceeding $10,000. Workman's Compensation and domestic relations cases.

Court of Criminal Appeals - all criminal appeals including felony cases, convictions involving misdemeanors, and violations of municipal ordinances.

Supreme Court of Alabama - all civil matters exceeding $10,000 and all appeals from Alabama Public Service Commission. (Court of final resort.)

Explain that the three appellate courts hear <u>appeals</u> (an appeal is the process by which a case is brought from one court to a higher court for review) and discuss where appeals from each court can go to be reviewed.

To read the chart:



There are 67 district courts in Alabama with 89 district court judges. In some counties the caseload is divided between 2 judges.

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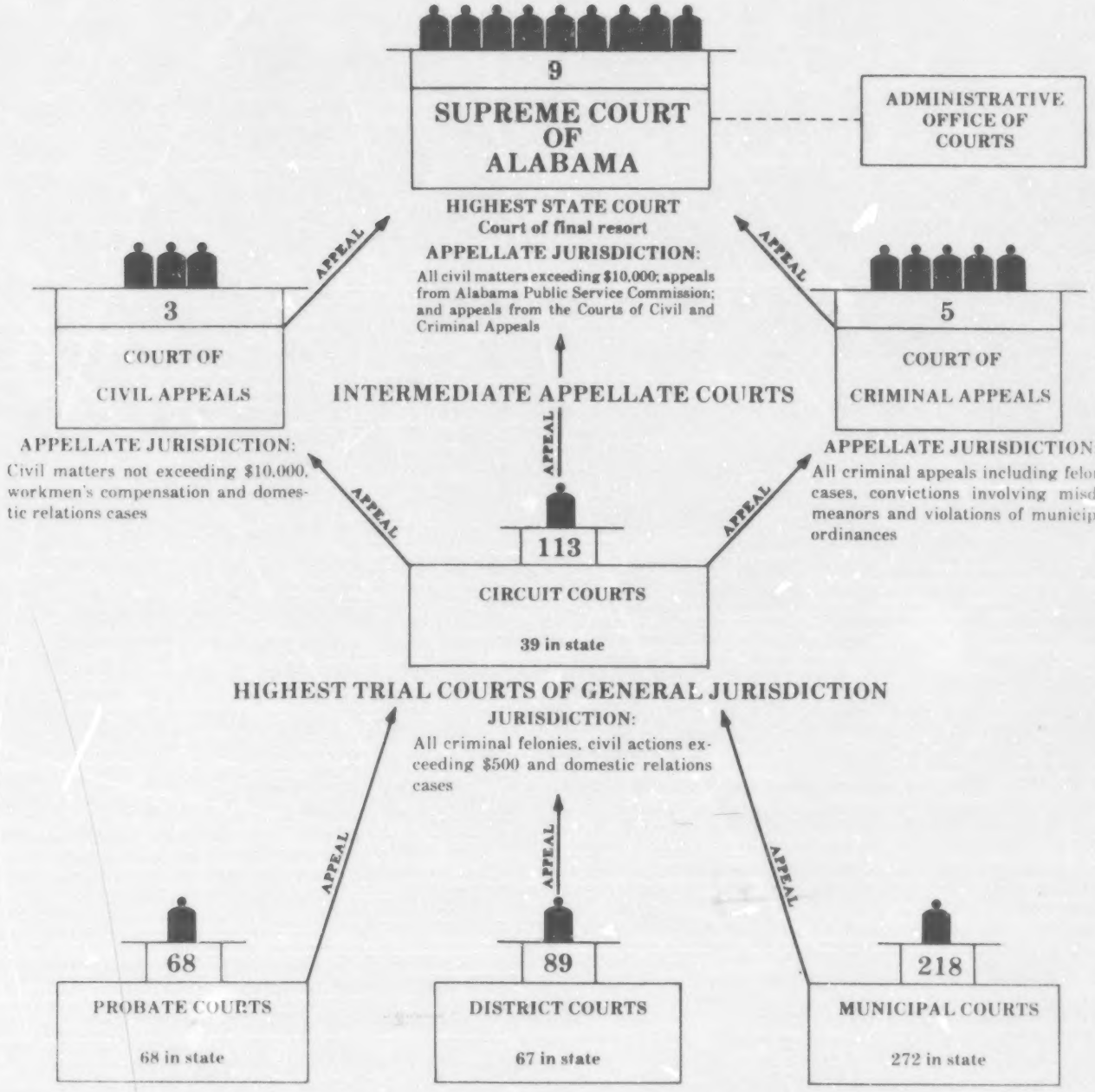
FOR THE TEACHER'S USE:

ALABAMA JUDICIAL SYSTEM


9
SUPREME COURT OF ALABAMA
ADMINISTRATIVE OFFICE OF COURTS
HIGHEST STATE COURT
Court of final resort
APPELLATE JURISDICTION:
All civil matters exceeding $10,000; appeals from Alabama Public Service Commission; and appeals from the Courts of Civil and Criminal Appeals
APPEAL
APPEAL
3
COURT OF CIVIL APPEALS
5
COURT OF CRIMINAL APPEALS
INTERMEDIATE APPELLATE COURTS
APPELLATE JURISDICTION:
Civil matters not exceeding $10,000, workmen's compensation and domestic relations cases
APPELLATE JURISDICTION:
All criminal appeals including felony cases, convictions involving misdemeanors and violations of municipal ordinances
APPEAL
APPEAL
APPEAL
113
CIRCUIT COURTS
39 in state
HIGHEST TRIAL COURTS OF GENERAL JURISDICTION
JURISDICTION:
All criminal felonies, civil actions exceeding $500 and domestic relations cases
APPEAL
APPEAL
APPEAL
68
PROBATE COURTS
68 in state
89
DISTRICT COURTS
67 in state
218
MUNICIPAL COURTS
272 in state
COURTS OF LIMITED JURISDICTION*
JURISDICTION:
Special court which handles wills, administration of estates, guardianship of minors and incompetents
JURISDICTION:
Misdemeanors and Small Claims actions; concurrent jurisdiction with Circuit Court in civil matters not exceeding $5,000
JURISDICTION:
Violations of municipal ordinances are heard by municipal judges in municipalities that choose to maintain their municipal courts. (Otherwise, these cases are tried in district court.)

* Appeals from courts of limited jurisdiction go to circuit court for trial **de novo** (a new trial). Other appeals may go to the appropriate appellate court if there is an adequate record from the lower court and only when questions of law are involved in such an appeal.

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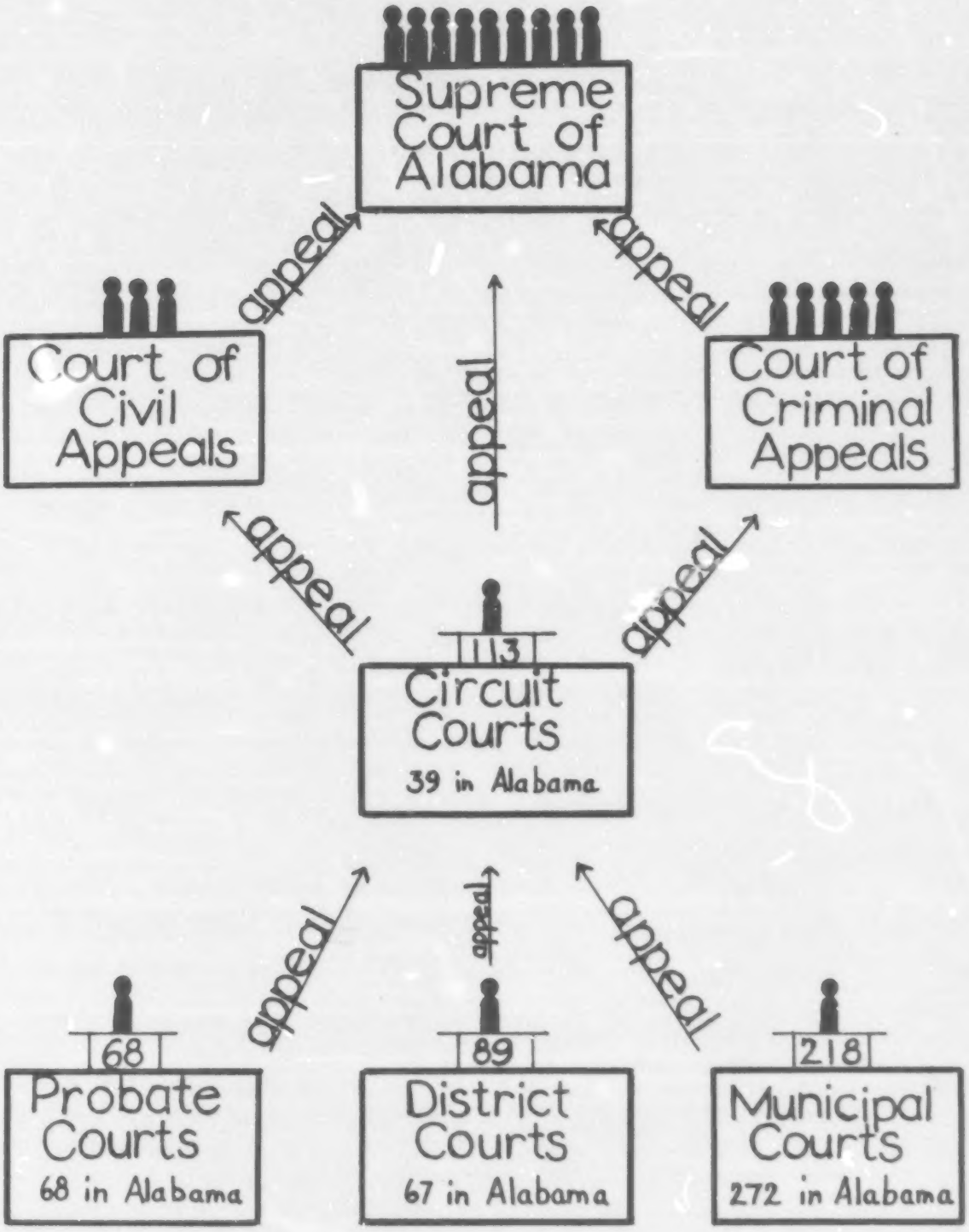
ALABAMA JUDICIAL SYSTEM



ALABAMA JUDICIAL SYSTEM

COURT	HOW MANY	JURISDICTION	TERMS

67

ALABAMA JUDICIAL SYSTEM

OBJECTIVE

To locate his/her county and identify the locations and kinds of courts in that county.

PROCEDURE

Give each student a copy of the map of Alabama found on the following page. Locate and label your own county.

Make a transparency of the map showing the Judicial Circuits (which is on page 70). Have the students locate their circuit and outline any other counties which may be a part of their circuit. (Some circuits contain only one county.)

Locate Montgomery county. Point out that this is where the three appellate courts are located: The Supreme Court of Alabama, The Court of Civil Appeals, and The Court of Criminal Appeals.

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ALABAMA'S
JUDICIAL CIRCUITS

BEST COPY AVAILABLE

ALABAMA JUDICIAL SYSTEM

OBJECTIVE

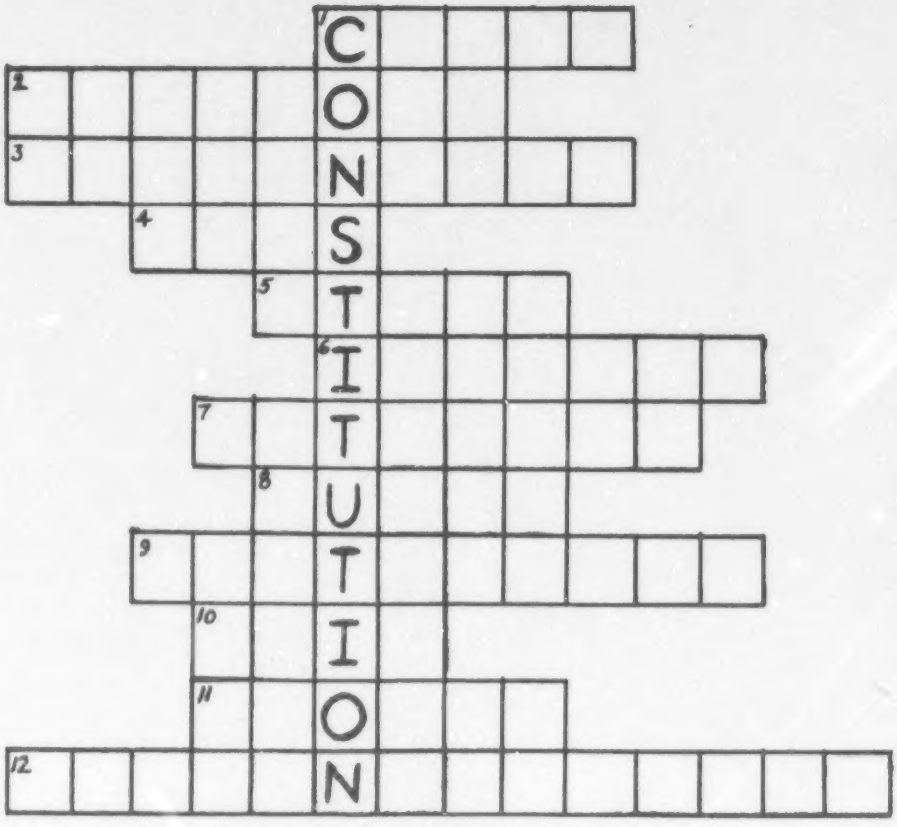
To review new words (vocabulary) through word games.

PROCEDURE

Duplicate one or both of the word games for your students to work.

NOTE

You may want the class to play these games together as a group activity rather than using them as individual activities because your students may need to be "talked" through the games.



1. The leader of an Indian tribe is a _____.
2. The state Constitution guarantees us certain rights or _____.
3. The Constitution establishes a system of _____.
4. Rules for a state are called _____.
5. Alabama is a _____.
6. The _____ were the first people in Alabama.
7. The people of Alabama are its _____.
8. Everyone has some _____ to follow.
9. _____ is the capital of Alabama.
10. Laws must be _____.
11. _____ make laws.
12. We all have a _____ to obey laws.

ANSWER KEY

1. The leader of an Indian tribe is a _____.
2. The state Constitution guarantees us certain rights or _____.
3. The Constitution establishes a system of _____.
4. Rules for a state are called _____.
5. Alabama is a _____.
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8. Everyone has some _____ to follow.
9. _____ is the capital of Alabama.
10. Laws must be _____.
11. _____ make laws.
12. We all have a _____ to obey laws.

W O R D F I N D

Legal Terms

The words at the bottom of the page appear in this puzzle. They can be read either across or down the page. Six words are spelled backwards.

Directions: Draw a circle around each word in the puzzle.

D J U D G E C A L A W K C T L
J U C S A L U L I V I C O V A
E S I G N S G A U D P Q M E W
S T A T E O K B I W H W M M Y
N I L R B Q Z A G I X N U E E
J C O U R T P M O T M T N R R
C E D I C I Y A E N L E I P X
K O U X J U R Y X E M V T U U
Y T N U O C Y W F S T H Y S N
B V B W H R O Z Q S E L U R C
C I T Y Z I A L Y R F E I H C
G U C B D C R I M I N A L F A
R E S P O N S I B I L I T Y S

Judge	*Civil	Law	Community
*Chief	Criminal	*Rules	*Supreme
Justice	Jury	Responsibility	City
Alabama	Lawyer	*Circuit	*County
Court	Witness	Signs	State

*This word is spelled backwards.

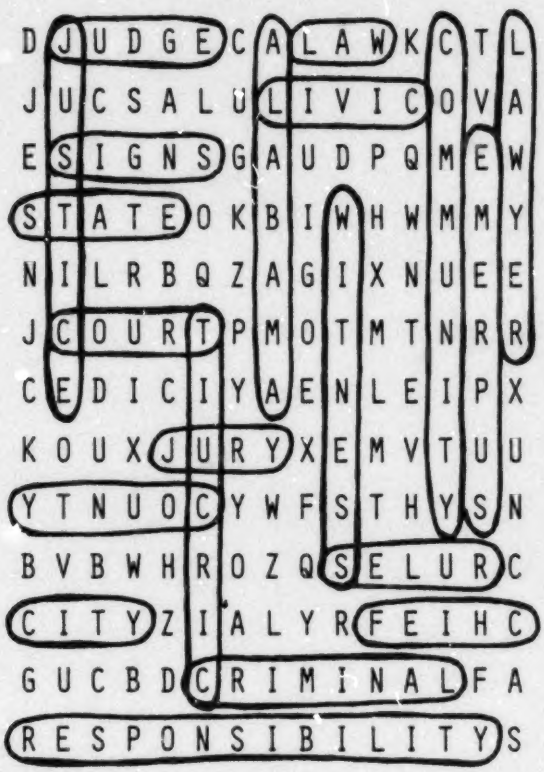
W O R D F I N D

Legal Terms

ANSWER KEY

The words at the bottom of the page appear in this puzzle. They can be read either across or down the page. Six words are spelled backwards.

Directions: Draw a circle around each word in the puzzle.


D J U D G E C A L A W K C T L
J U C S A L U L I V I C O V A
E S I G N S G A U D P Q M E W
S T A T E O K B I W H W M M Y
N I L R B Q Z A G I X N U E E
J C O U R T P M O T M T N R R
C E D I C I Y A E N L E I P X
K O U X J U R Y X E M V T U U
Y T N U O C Y W F S T H Y S N
B V B W H R O Z Q S E L U R C
C I T Y Z I A L Y R F E I H C
G U C B D C R I M I N A L F A
R E S P O N S I B I L I T Y S

Judge	*Civil	Law	Community
*Chief	Criminal	*Rules	*Supreme
Justice	Jury	Responsibility	City
Alabama	Lawyer	*Circuit	*County
Court	Witness	Signs	State

*This word is spelled backwards.

EVALUATION SHEET

Grade 4

To determine the usefulness of this Supplemental Materials Packet, the teacher is requested to answer and return this questionnaire. Your comments will be greatly appreciated.

1. What is your evaluation of this Packet?
   ( ) Excellent ( ) Above Average ( ) Average ( ) Poor

2. Does this Packet contain useful information?
   ( ) yes ( ) no

3. Does this Packet provide helpful suggestions and activities?
   ( ) yes ( ) no

4. Can the information and activities in this Packet easily be incorporated into your existing curriculum?
   ( ) yes ( ) no

5. How can this Packet be improved? (please specify, e.g. structure/organization, content/coverage, writing style, other). Use additional sheet.

6. If you have specific information/suggestions/activities that you feel would benefit other teachers, please attach to this evaluation sheet.

7. Please complete:

   Name: _____(optional)

   School: _____

   School Address: _____

   _____

   Telephone: ( ) _____

   Grades Taught: _____

   Years Taught: _____

8. Mail to:
   Administrative Office of Courts
   Attn: Julie Young
   817 South Court Street
   Montgomery, AL 36130